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EDITORIAL NOTES

Beginning in June, 1911, a new plan of admission to Harvard College will be offered. This does not take the place of the old plan; it provides another method of admission "for good scholars." Under this new plan a candidate (1) must present evidence of an approved school course satisfactorily completed, and (2) must show in four examinations, as explained below, that his scholarship is of a satisfactory quality. A candidate must present evidence of his secondary-school work in the form of an official detailed statement showing (a) the subjects studied by him and the ground covered, (b) the amount of time devoted to each, (c) the quality of his work in each subject. This statement must show (a) that the candidate's secondary school course has extended over four years, (b) that his course has been concerned chiefly with languages, science, mathematics, and history, no one of which has been omitted, (c) that two of the studies of his school program have been pursued beyond their elementary stages, i.e., to the stage required by the present advanced examinations of Harvard College or the equivalent examinations of the College Entrance Examination Board. If the statement presented by the candidate shows that he has satisfactorily completed an approved secondary-school course, he may present himself for examination in four subjects as follows: (a) English, (b) Latin, or, for candidates for the degree of S.B., French or German, (c) mathematics, or physics, or chemistry, (d) any subject not already selected under (b) or (c) from the following list: Greek, French, German, history, mathematics, physics, chemistry. These four examinations must be taken at one time, either in June or in September. If a candidate is admitted he will be admitted without conditions; if he is refused admission no credit will be given for examinations in the separate subjects in which he may show proficiency, and the refusal will mean that his school record and his college tests do not show that he has the scholarship which makes his admission to Harvard College desirable.

This radical change in the method of admission has grown out of a careful study of the effects of the old method on undergraduate scholarship at Harvard and on the methods and work of secondary schools. In the last report of the President of Harvard College it is stated that the system of admission has tended "(1) to restrict the field from which good students may be drawn, and therefore to depress the average quality of a class, (2) to confine within a restricted field the students selected to those who have received their training in a particular type of school, (3) to restrict our students to those who have been subjected to influences which help to make

them look on study not as good in itself but merely for what it brings." Students who if admitted would have done excellent work have been rejected because unable to meet the requirements set, while others who have passed all the admission examinations have proved unable to do satisfactory work in college. The report goes on to state that "the net result of this method of procedure is poor scholarship in Harvard College."

Final judgment may be reserved until there has been opportunity to study the new type of examinations offered. It may be said, however, that by laying less emphasis on examinations and by giving careful consideration to the pupil's school record the chief objections to the present method of admission are eliminated while the advantages of the certificate method are secured. There might advantageously be added in the future a careful study of the college records of students from different schools, which could be taken as an aid in interpreting the value of the school records submitted. The examinations are intended to test the intellectual efficiency of the student at the end of his high-school course, without defining the subjects or amounts in terms of units except to assure a reasonably broad foundation for further intellectual work. In terms of the units defined by the North Central Association, nine units are specifically required for the Bachelor of Arts course and eight for the Bachelor of Science course at Harvard. The requirements of the colleges of the North Central Association differ rather widely in respect to the work specifically required for admission. The University of Chicago specifically requires eight units for all its courses except one, in which nine units are prescribed; the University of Illinois specifically requires an average of eight and three-fifths units for admission to its different courses. Except that a science is required, a requirement easily justified, and that Latin is required for the Bachelor of Arts course, the Harvard requirements are quite as liberal in this respect as those of typical western institutions. The new Harvard requirements are far more liberal than those of other eastern colleges, e.g., Yale, which specifically requires eleven and one-half units, and Dartmouth, which specifically requires ten and one-half units. Absolutely no restrictions are set for the remaining subjects of the preparatory course as regards either subject, amount, or method; in this respect the Harvard requirements are more liberal than those of similar institutions in any part of the country.

Secondary-school men have been accustomed to complain of the domination of the college. The secondary school is here offered an opportunity to work out for itself, within reasonable limitations, a program and method of its own. That this offer is made in good faith is shown by the expressed desire for the advice of school teachers in regard to the preparation of papers and the methods and standards of marking.

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